



CREacting in EU

PHASE II

A Mobility project in the field of youth

young
exchange

APV - Advance planning visit: 30 -31 July 2020

Main activity: 20 -26 September 2020

Venue: Athens, Greece



Participating organisations

Greece: THE GOOD HOUSE

Italy: High on Life

Germany: Youth Bridges

Hungary: Kulturális Kapcsolatokért Alapítvány

Poland: Idea for Life





PROJECT objectives and outcomes

The project provides participants means to participate actively in the labour market and in society at large.

Thus, it supports students, trainees, apprentices and young people, including those with fewer opportunities, in the acquisition of outcomes such as knowledge, skills and competences concerning the field of **culture, intangible cultural heritage and cultural management** with a view to improving their personal development, their involvement as considerate and active citizens in society and their employability in the European labour market and beyond.

In addition, it produces outcomes for the staff, youth workers and professionals involved in the mobility activities as group leaders and on the participating organisations involved as partners in order to, in the long run and in combination with other projects supported the Erasmus+ program and Key Action 1, have an impact on the systems of youth thus stimulating policy reforms and attracting new resources for mobility opportunities in Europe and beyond.

Particularly:

It enhances the participants' competence on their mother tongue, foreign languages, such as English (main language of the project) and of the peers as well as on regional and minority languages.

It raises participants' awareness and understanding of other cultures and countries, offering them the opportunity to build networks of international contacts, to actively participate in society and promote intercultural dialogue, social integration and solidarity.

It enhances the European project and the EU values and develops a sense of European citizenship and identity.

It increases self-empower and self esteem and creates chances for employability and career and the sense of initiative and entrepreneurship.

It supports the professional development of those who work in education, training and youth, leaders in youth exchanges, with a view to innovating and improving the quality of teaching, training and work in the youth field across Europe.

It increases the capacities, attractiveness and international dimension of organisations active in the education, training and youth fields, partners in youth exchanges, so that they are able to offer activities and programmes that better respond to the needs of young people, within and outside Europe, policy reforms and development of knowledge and evidence-based youth policy.

It reinforces synergies and transitions between formal, non-formal education, vocational training, employment and entrepreneurship.

It ensures a better recognition of competences gained through the informal learning periods abroad and of certificates such as youthpass.

It motivates for taking part in future informal and non-formal learning.

Learning unit 23.09.2020

The Good House Headquarters

Session 11.00 – 15.00, Introduction to the informal learning and the project



KA1 Mobility Projects

Erasmus+ και the Key Action 1 (KA1, responsible for the presentation: **Italy**, 15'



Erasmus+ app (responsible for the presentation: **Hungary**), 15'



European Solidarity Corps (responsible for the presentation: **Poland**), 15'



Informal learning (responsible for the presentation: **Germany**), 30'

Interconnection with the labor market and the limitation of the youth unemployment
Improvement of the key competences and skills of young people, including those with fewer opportunities
Promotion of active participation in society and the participation in democratic life in Europe
Promotion of intercultural dialogue, social inclusion and solidarity
Motivation for policy reforms in youth field



Presentation of **digital portfolios on informal learning** (responsible for the presentation all the young participants in mixed groups, coordinator: **Greece**) 2hrs

1st group: Digital portfolio which includes files in contemporary / modern format (PPT, pdf, prezi etc.), with articles and comments from social networks concerning the benefit from the informal access of the provided knowledge for the disadvantaged groups and unprivileged youths, asylum seekers, refugees and migrants in order to face their needs and the local communities be better informed

2nd group: Digital portfolio with videos and photos from the web concerning various informal learning projects on culture sector, presenting as good practices. Emphasis is given to the projects:

- a) Enhancing media literacy, computer skills and apps and on those that prove the interconnection between culture, European cultural heritage and technology
- b) Promoting digital youth work in culture sector needed for transferring the common fundamental values of our European society, particularly to the hard to reach young people and preventing violent radicalisation of young people as well, taking into account that culture is the safest tool to disseminate these values

3rd group: Digital portfolio with subtitled video-lessons, role-plays and simulations regarding Erasmus+ program , Erasmus+ app and the certificates europass and youthpass. The goal is to enhance the need for support the persons with special needs with subtitles and super-titles for a complete audiovisual description of dialogues, monologues, and sounds in general, natural and artificial ones, voices, messages etc., in order to they may understand and enhance their will for participation in future youth exchanges.



The project “CreActing in EU”, Phase II (responsible for the presentation: **Greece**), 15’

Presentation of the project’s crucial expectations and youth participation (context, roles, objectives, methods used, evaluation, dissemination and use of the results, participants’ involvement at all the stages of the project)



Presentation on europass and Youthpass certificates (responsible for the presentation: **Greece**), 30’
Presentation of the daily assessment on the knowledge and competences acquired by the young participants by using field exercises, questionnaires and works at the end of each activity

15.00: light lunch and leisure time

Session: 17.00 – 21.00, Get to know each other



Partners profile (presentation of **leaders**, about 10’ each team)

Youths profile (self presentation about 4’-5’ each)

21.30: dinner

DAILY

Session 10.30 – 11.00, Project evaluation

Participants evaluate the previous unit and reflect on their own learning outcomes

Learning unit 24.09.2020

European Parliament Information Office in Athens, Greece

Experiencing, defining, preserving and promoting intangible cultural heritage National days - Celebrating the benefits of cultural diversity

Session 12.00 – 12.30, Day of Europe



Celebration of the Declaration of 9 May

The declaration of 9th May 1950 is believed to be the founding text of European integration. Delivered by Robert Schuman, the French Foreign Minister, in the Salon de l'Horloge at the Quai d'Orsay in Paris, this declaration, inspired by Jean Monnet, the first Planning Commissioner lays out a European organization that would be responsible for pooling the French and German production of coal and steel

The full text of the proposal, which was presented by the French foreign minister Robert Schuman and which led to the creation of what is now the European Union

Deepening in the celebrations and how these celebrations are related with the expectations for a European integration. Participants look carefully at the values of peace and prosperity which honored by the Declaration, they learn the symbolisms of the European flag which is an important characteristic of national celebrations in all the member states and they understand that through these celebrations the cultural heritage courtyard is preserved and transmitted from generation to generation

New methods for the youngsters to enrich their lives as EU citizens and for the European cultural heritage to be the booster to enhance the social capital of Europe and maximize the economic robustness, particularly for the reviving of urban and rural areas, promotion of sustainable tourism, increase of youth employment and entrepreneurship in cultural sector and in cultural management field and stabilization of social coherence within Europe

The commitments of the EU to preserve its cultural heritage through programs which reinforce the national policies of member states and of regional and local authorities as well

12.30 – 13.30, 12' for each national group of young participants

Presentations of works and analyses on how the Day of Europe is promoted in the countries of partnership and particularly, on the celebration of this Day from national and regional authorities in the countries of origin, every year on 5th May (Council of Europe) and 9th May (European Union)

Session 13.30 – 14.00, Common European values – Celebrating our different national identities



The diversity of national identities and the benefit to minimize the discrimination against and tolerance because of age, disability, ethnicity, origin, political belief, race, religion, sex or gender, sexual orientation, language as well as the adoption of racist behaviors and exclusion towards different habits and lifestyles, ethics, customs and traditions

Important skills against inequality, discrimination, racism and xenophobia that contribute to personal and socio-educational development and foster the active participation in society, thereby improving the employment and entrepreneurship prospects

The activation of European parliament and its goals for the protection and promotion of:

- A) Peace and prosperity of the citizens
- B) Access to a labor market that youths can enjoy full employment and social progress
- B) Equality against exclusion, racism and xenophobia
- C) Respect of rich cultural and linguistic diversity of the United Europe

The European way of life

The European values like tolerance, justice, solidarity and the Action Plan on Integration and Inclusion for those most vulnerable:

Protection of human dignity, a valuable principle that should be respectable as a base of the fundamental rights for everyone resident in EU and permits freedom of thoughts, religion, expression and information

Democracy, a value at the heart of what it means to be European in order to enjoy political rights with full consciousness of the responsibilities that arise

Equality, a value for everyone to enjoy same rights

Justice, a value for everyone to exercise all the human rights and primarily against any discrimination and tolerance because of sex or gender, ethnicity and origin, religion and beliefs, disability, age, race, language or sexual orientation

The Lisbon Treaty and the Charter of Fundamental Rights, embedded in the Treaty

The Nobel Peace Prize to the EU for advancing the causes of peace, reconciliation, democracy and human rights in Europe.

EU policies, programmes and funding for supporting the cultural heritage of the European Union, especially by using media and digital technologies, this rich and diverse mosaic of cultural and creative expressions, inheritance from previous generations of Europeans and the legacy for those to come.

Creative Europe Programme, a programme which supports culture sector initiatives and audiovisual sector initiatives as well as helps the cultural and creative sectors seize the opportunities of the digital age and globalisation, enables the sectors to reach their economic potential, thus contributing to sustainable growth, jobs, and social cohesion and gives Europe's culture and media sectors access to new international opportunities, markets and audiences

European Capitals of Culture, cities designated by the European Union for a period of one calendar year during which they organize a series of cultural events with a strong pan-European dimension

14.00 - 14.30: light lunch

Session 14.30 – 17.00, The importance of the National Days' celebration in united Europe

A channel to promote democratic and fundamental principles of intercultural and interfaith dialogue, freedom, tolerance, respect of human rights, solidarity, democracy, love and friendship.



14.30 – 15.00, Responsible for the presentation: **Greece**

25th of March 1821

Greek Independence Day is a double holiday: a historical and a religious one. Greeks celebrate the War of Independence against the Ottoman Empire and the Greek Orthodox Church celebrates the Annunciation by Archangel Gabriel to the Virgin Mary that she should become the mother of Jesus Christ the Son of God. Parades and Bakaliaros (Cod fish) and 200 years since the revolution

28th of October 1940

The "Ohi" Day (known as the "Anniversary of the No") is celebrated throughout Greece, Cyprus and the Greek communities around the world and commemorates the rejection of the ultimatum made by Italian dictator Benito Mussolini on 28 October 1940, the Hellenic counterattack against the invading Italian forces at the mountains of Pindus during the Greco-Italian War, and the Greek Resistance during the Axis occupation

15.00 - 15.30, Responsible for the presentation: **Italy**

25th of April 1945

The **Liberation Day** (*Festa della liberazione*), is the national Italian holiday commemorating the end of the fascist regime and of Nazi Germany occupation during World War II and the victory of the Resistance in Italy.

2nd of June 1946

The **Republic Day** (*Festa della Repubblica*) is one of the national symbols of Italy and commemorates the institutional referendum held by universal suffrage in 1946, in which the Italian people were called to the polls to decide on the form of government following the Second World War and the fall of Fascism. The ceremonial of the event organized in Rome includes the deposition of a laurel wreath as a tribute to the Unknown Soldier at the Altare Della Patria by the President of the Italian Republic and a military parade along Via dei Fori Imperiali in Rome.

15.30 - 16.00, Responsible for the presentation: **Germany**

3rd of October 1990

German reunification (*Deutsche Wiedervereinigung*), the process in 1990 in which the German Democratic Republic (GDR, colloquially East Germany) became part of the Federal Republic of Germany (FRG, colloquially West Germany) to form the reunited nation of Germany, as provided by Article 23 of the FRG's then constitution. The end of the unification process is officially referred to as German unity (*Deutsche Einheit*), celebrated as German Unity Day (*Tag der deutschen Einheit*).

16.00 - 16.30, Responsible for the presentation: **Hungary**

15th of March 1848

It is the memorial day of the **Hungarian Revolution** (*1848–49-es forradalom és szabadságharc*, "1848–49 Revolution and War of independence") and one of many European Revolutions of 1848 and closely linked to other revolutions of 1848 in the Habsburg areas. Being one of the most determinative events in Hungary's modern history, it is also one of the cornerstones of the Hungarian national identity.

20th of August

It is the official state holiday **in memory of the state's founding** and its founder King Saint Stephen

23rd of October 1956

In memory of the **Hungarian Revolution of 1956** (*1956-os forradalom*, "the Hungarian Uprising") is a nationwide revolution against the Hungarian People's Republic and its Soviet-imposed policies, lasting from 23 October until 10 November 1956. Leaderless at the beginning, it was the first major threat to Soviet control since the Red Army drove Nazi Germany from its territory at the End of World War II in Europe. Public discussion about the revolution was suppressed in Hungary for more than 30 years. Since the thaw of the 1980s, it has been a subject of intense study and debate. At the inauguration of the 3rd Hungarian Republic in 1989, 23/10 was declared a national holiday.

16.30 - 17.00, Responsible for the presentation: **Poland**

3rd of May 1791

The **Constitution of 3 May 1791** (*Ustawa Rządowa*, "Governance Act") was a constitution adopted by the Great Sejm ("Four-Year Sejm", meeting in 1788–92) for the Polish–Lithuanian Commonwealth, a dual monarchy comprising the Crown of the Kingdom of Poland and the Grand Duchy of Lithuania. The Constitution was designed to correct the Commonwealth's political flaws and had been preceded by a period of agitation for—and gradual introduction of—reforms, beginning with the Convocation Sejm of 1764 and the consequent election that year of Stanisław August Poniatowski as the Commonwealth's last king.

The Constitution of 3 May 1791 combined a monarchic republic with a clear division of executive, legislative, and judiciary powers. It is generally considered Europe's first, and the world's second, modern written national constitution, after the US Constitution that had come into force in 1789.

11th of November 1918

National Independence Day (*Narodowe Święto Niepodległości*) is a day to commemorate the anniversary of the restoration of Poland's sovereignty as the Second Polish Republic in 1918 from the German, Austro-Hungarian and Russian Empires. Following the partitions in the late 18th century, Poland ceased to exist for 123 years until the end of World War I, when the destruction of the neighboring powers allowed the country to reemerge.

Session 17.00 - 19.00, **A social experiment, a play-role called as "Babel" / "A language confusion"** performed by the participants in mixed groups, Coordinator: the Greek team

A psychological/sociological research for testing young participants' reaction to situations of linguistic differentiation, various linguistic phenomena, confusion of dialects and languages

The Tower of Babel narrative in Genesis, the first book of the Hebrew Bible and the Christian Old Testament, is an origin myth meant to explain why the world's peoples speak different languages. According to the story, a united human race in the generations following the Great Flood, speaking a single language and migrating eastward comes to the land of Shinar. There they agree to build a city and a tower tall enough to reach heaven. God, observing their city and tower, confounds their speech so that they can no longer understand each other, and scatters them around the world.

The experiment relies on a particular social approach, when a main source of information is people with their own knowledge and point of view. To carry out this experiment, the leaders of national teams divide youngsters into two groups — active participants who take action in the event and respondents who react to the action. Throughout the experiment, participants are monitored by their group leaders to identify the effects and differences as a result of the experiment.

19.00 - 21.00: leisure time
21.00: dinner

Learning unit 25.09.2020

European Commission representation in Greece

**Experiencing, defining, preserving and promoting intangible cultural heritage
Dialects and language idioms – Celebrating benefits of linguistic differentiation**

Session 12.00 – 13.00, European day of languages



The main **messages** of the European Day of Languages celebrated on 26th September each year
The overall **objectives** to raise awareness of:

- Europe's rich linguistic diversity, which must be preserved and enhanced
- the need to diversify the range of languages people learn (to include less widely used languages), which results in plurilingualism
- the need for people to develop some degree of proficiency in two languages or more to work effectively within their own countries and beyond, to make new friends and contacts, to understand each other better and overcome cultural differences, and to be able to play their full part in democratic citizenship in Europe

Multilingualism, one of the EU's founding principles

The **European Charter** for Regional or Minority Languages (ECRML since 1/8/1998) and the language skills as a necessity and a right for EVERYONE

The **EU's Charter of Fundamental Rights** and the right for EU nationals to use any of the 24 official languages to contact the EU institutions, and they are obliged to reply in the same language.

Regional and minority languages

The EU is home to over 60 indigenous regional or minority languages, spoken by some 40 million people.

The activation of the European Commission to help EU countries for improving their educational programmes, ensuring even school-leavers have language skills and for encouraging linguistic diversity and putting effort into preserving this heritage.

The EU programme Erasmus+ as one significant source of funds for initiatives to protect and promote the teaching and learning of minority languages is that encompasses education and training.

Enhanced employability and improved career prospects in the language industry, professional areas such as the intercultural mediation, translation and interpreting and in the sector of language technologies, particularly in the apps for persons with relevant special needs.

Other relevant European topics:

The European heritage days

The EU heritage awards

The European Heritage Label

13.00 – 14.00, 12' for each national group of young participants

Presentations of works and analyses on how the plurilingualism is promoted in the countries of partnership and particularly, on the celebration of the European day of languages from national and regional authorities in the countries of origin, every year on 26 September

Support actions by their national governments to protect and promote the teaching and learning of minority languages

Initiatives that encourage youths to be a part of the preservation of the language heritage

14.00 - 14.30: light lunch

Session 14.30 – 17.00

Features that distinguish dialects from each other can be found in lexicon (vocabulary, jargons, slang, patois, pidgins and argots) and grammar, as well as in pronunciation and accent (i.e. phonology, including prosody).



14.30 – 15.00, Responsible for the presentation: **Greece**

Cretan: spoken in Crete Island and in the rest of the country from Cretans.

Narrations and references on the long tradition of recitation by heart and memory of extracts from the romance “*Erotokritos*” composed by Vitsentzo Kornaros, in early 17th century. Theatrical improvisations of some emblematic parts of the romance

Pontic Greek: spoken from the descendants of the Pontic Greeks who came in Greece between 1922-1923 and 1938-1939 from the region of Pontus, on the shores of the Black Sea and in the Pontic Mountains of Anatolia, Georgia and southern Russia.

Narrations and references on the literary tradition of folk songs, fairytales, humorous recitations and the language used by the Press

Pomak: spoken in region of Thrace from Muslims as well as in Xanthi, Rhodope and few areas close to Evros.

Narrations and references, phrases and words from folk songs, proverbs and tales

Vlach: spoken in the highlands of Epirus, north Thessalia and geographic and administrative region of Greek Macedonia.

Narrations and references on the folk songs, tales and proverbs, characteristics of a not written literature

Arvanitika: spoken in the some areas of Peloponnese in Korinthos, east Central Greece, Andros Island, Epirus, Thrace and the west region of Macedonia in Greece.

Narrations and references on traditional songs called as “Arvanitika”

Armenian: spoken in a few areas of Greek Macedonia, Thrace and Crete but also in the whole country from Armenians who as refugees arrived in Greece after the Asian minor catastrophe with Greek refugees.

Narrations and references on saved songs of Kousan (lyric singers) and Ashough (troubadours) of Renaissance. Information on the declaration of Armenian language, the mother tongue of almost 3.500 Armenians in Cyprus as a minority language in Cyprus (European Charter for Regional or Minority Languages, 01/12/2002, Republic of Cyprus and the Council of Europe)

15.00 – 15.30, Responsible for the presentation: **Hungary**

Presentation of the Uralic language spoken in Hungary (**Magyar**) by using multimedia Grammar and vocabulary, difficulties compared to other Indo-European languages and linguistic connections between Hungarian and other Uralic languages and the family itself called Finno-Ugric group, along with the **Mansi and Khanty** relevant languages of western Siberia.

Narrations and funny improvisations and performances via combinations of multimedia texts, graphics, images, animation, sound and videos concerning also the additional **10 dialects and linguistic phenomena** that exist in Hungary, in small towns and villages. These are more distinguished in the accent and less in vocabulary and as these dialects or varieties of a particular language are closely related, and despite their differences, are most often largely mutually intelligible, especially because they are close to one another on the dialect continuum, such as the **Western Transdanubian**, formerly called West Hungarian dialect.

15.30 – 16.00, Responsible for the presentation: **Poland**

Presentation by using digital technology, apps for education, vocational training and entertainment, e-games, and skype/zoom meetings in e-classes on the main dialects spoken in Poland (**gwara**) and particularly on the **Greater Polish** that is spoken in western Poland, the **Lesser Polish** that is spoken in southern and east southern areas, the **Masovian** that is spoken in central and east Poland, the **Silesian** that is spoken in south west and the **Kashubian** that is spoken in Pomorze, located in Baltic Sea as well as on the **extinct languages** that no longer have any speakers and no living descendants and the **dead languages** that are no longer the native language of any community, even if they are still in use, such as **Northern Kresy**, **Southern Kresy** and **Podhale (Góralski)**.

Improvisations and performances on the use of the Podhale by Gorals and introduction to their culture and cultural influences from Vlach shepherds and from the ethnic subgroup Lemkos

16.00 – 16.30, Responsible for the presentation: **Italy**

Presentation of **Griko or Grecanic**, the dialect of Italiot Greek spoken by Griko people in Salento, a province of Lecce, in Reggio and in Greek-speaker villages in Calabria and Puglia, considered as the last living trace of the Greek elements that once formed Magna Graecia.

References on the use of language and its roots that go as far back in history as the time of the ancient Greek colonies in Southern Italy and Sicily in the eighth century BC and on the preservation of archaisms and on its description as a Doric-influenced descendant of Medieval Greek spoken by those who fled the Byzantine Empire to Italy trying to escape the Turks.

Emphasis on phonology, syntax and lexicon elements of popular Griko songs such as: Καληνύφτα – Kalinifta ("Good night"), and in general, on oral traditions, on famous poems in the Southern Italian dialect performed by music bands (Ghetonia, Aramirè) and on other noted initiatives taken by Greek artists such as Maria Farantouri and Dionisis Savvopoulos in order to the dialect can spread, evolve and rejuvenate and by the band Encardia which composes and sings only in Griko.

16.30 – 17.00, Responsible for the presentation: **Germany**

Presentation of the German dialects as mother tongues of those who firstly resided in the country, like the **language of Northern Low Saxons** that is already recognized and other minority or regional languages, such as **Sorbian, Romani and Frisian**.

17.00 - 21.00: leisure time

21.00: dinner

Learning unit 26.09.2020

Foreign Language Teaching Center, National and Kapodistrian University of Athens

Experiencing, defining, preserving and promoting intangible cultural heritage

Session 12.00 – 14.30, Dialects as interesting linguistic phenomena and a variety of languages



12.00 – 12.15

The Universal Declaration of Linguistic Rights (known also as the *Barcelona Declaration*, 6-8/6/96) as a document signed by the International PEN Club, and several non-governmental organizations to support linguistic rights, especially those of endangered languages

12.15 – 12.30

The important task of foreign language at the independent and autonomous academic unit in Foreign Language Teaching Centre called as 'Didaskaleio'

12.30 – 14.30

The social experiment called as "Babel" / A language confusion is performed by the participants in mixed groups and coordination by the Greek team but now as **a play-inversed roles**

14.30 - 17.00: light lunch and leisure time

Session: 17.30 – 19.00, Impact hub

A powerful ecosystem to support a new type of economy built on the values of co-creation

Impact Hub Athens, acting as a springboard for exploring ideas, sharing knowledge, and gaining access to essential resources and capital, is part of an International Network of social driven professionals and a variety of high impact creative professionals that are dedicated into prototyping the future of business. From social inclusion and social integration to environment and fair trade, the Impact Hub Athens is engaging expertise from its worldwide presence and creating a net of intercultural, high impact community that acts locally and internationally.

Start uppers in field of culture and cultural management present new business ideas and innovative products with social impact regarding determination, preservation and promotion of intangible cultural heritage, mostly by using and through Apps, media and digital technology.

Session 20.00 – 21.00, The Good House Headquarters, A Follow-up

Evaluation of the implementation of the project and the mobility activities

Validation, documentation and formal recognition of the learning outcomes of participants

Outcomes for staff, youth workers and professionals involved in the project as educators and leaders of the national teams and on participating organisations/partners

In the long run effect of the project

Dissemination and use of the project's outcomes

21.30: goodbye dinner



Specific INFORMATION

LANGUAGE

Despite that there are different languages heard and spoken throughout the project's period, the official language of the Youth Exchange is English.

Participants' file includes:

- Full Name (**first name /red colour** and **family name / blue colour**)
- Gender
- Birth date / Age
- Passport Number or ID number with issue and expiration date
- E-mail
- Migratory background - third country origin (if)
- Special Needs and disabilities
- Other needs (Allergy, Food restriction, Health restrictions, Diet)

PLEASE FIND AND FILL THE LIST ATTACHED

All the participants and leaders must take part in the whole project and strictly follow the informal learning process. Preparation of the national teams is mandatory according to the schedule of the activities

You are kindly requested to read the analytical programme.

A detailed discussion will be taken place during the APV.

DATES

The leaders of the national groups have the responsibility to provide us with the list of participants **until the 10th OF JULY FOR THE ADVANCE PREPARATORY VISIT (APV) AND until the END OF AUGUST 2020 FOR THE YOUTH EXCHANGE.**

Number of the Participants

We have not a confirmed number of the participants for each international group. However, **at least 5-6 young persons aged 24 - 28 years old per group and with 1 leader (no matter the age)**

More candidates (young persons and leaders) for participation will be examined positively but after the first collection of data.

It is mandatory the quota in favour of women (65 - 35%).

COSTS

There isn't participation fee.

The project offers **daily lodging and breakfast** in a cosy and charming hotel in the heart of historical centre of Athens, light **meal** (i.e. sandwich, pie, pizza) and a complete Greek traditional **dinner** taking into account the needs of people on particular diet and vegetarians and in accordance with their preferences that should be given to the organisers (please fill the needs in the attached list of participants). For the APV, the hotel may be in the seaside of the city (Athenian Riviera).

In general, **all the expenditures are covered** by the project (accommodation, lunches and dinners, tickets and transfers to and from hotel and the venue/s for outdoor activities and visits) but it is recommended to have pocket money for i.e. coffees, refreshments, shopping and personal purchases, etc.

The project covers the travel costs from the airport of home town (or near by if the flight ticket is cheaper) to Athens International Airport in Greece and from the airport to the hotel of accommodation and/or venue/s of the mobility activities and back. There is not prediction about the cost for the route to the airport of departure and from the airport of arrival in your home country to your town of residence. However, the cover of costs for bus or train will be examined positively as well as the costs for private car and taxi in the case of transfer of more than one person.

Tickets are booked and paid by the organisers under discussion about the cost and the selected and proposed route by the partners and according to the maximum amount allowed. In the case of a booking and paying process arranged and covered by you, you can get your travel costs **reimbursed up to the amount paid**, here in Greece. Please let us know a.s.a.p.

Keep in mind to check all the guidelines for the booking process and we emphasise that it is essential that you keep and bring with you all the original tickets, documents and invoices of your travel.

Students with current student identification card or International Student Identity Card (**ISIC**) and the teachers accompanying them are kindly requested to bring the mentioned above documents because are entitled to free admission or to a reduced admission fee to museums and archaeological sites if you would like to visit.

ARRIVING LATE OR LEAVING EARLY FOR THE PROJECT PROGRAM

If you wish to arrive earlier or leave later than arrival and departure dates of both activities (APV and youth exchange), this is possible but you should arrange your stay in Greece by yourself. Your stay during these **extra days not included** in the program of the project and will not be covered by the organizers.

Protection and safety INFORMATION

Protection and safety of participants involved are **important issues. !!!**

The beneficiary organisation will make the best for having in place effective procedures and arrangements to promote and guarantee the safety and protection of all the participants. On the other hand, each participating organisation must do the same for taking care of all participants. The duty of group leaders in each team is evident for this task. With this regard, leaders and young persons involved in the project must be insured against the risks linked to their participation in the youth exchange (preparatory meeting and main activity).

We don't define a unique format of insurance, nor does it recommend specific insurance companies. **The Project leaves it up to the leaders of each participating group to seek the most suitable insurance policy** according to the insurance formats available at national level.

So, it is necessary to be confirmed by all the participants with signature that are covered by existing insurance policies or that they take the responsibility of any risk relevant to the safety and protection of themselves. Overall, it is mandatory for all of us to follow the guidelines for **safety and protection for COVID-19**. Relevant documents and other relevant details will be provided on time but you are kindly requested to inform us about the rules in your country.

The project **doesn't involve young people under 18.**

For your safety it **is prohibited the use of alcohol, dangerous energy drinks, drugs and in general unsecured things.**

Weather

You are kindly requested to check the **weather forecast** before your arrival in Greece in order to take the clothes makes you feel comfortable.

CONTACT DETAILS

If you have any further questions don't hesitate to contact via **e-mail**: marizakievans@gmail.com and info@thegoodhouse.gr

Mariza Sotiropoulou, head and founder of the BENEFICIARY ORGANIZATION: The Good house <https://thegoodhouse.gr/>

